# Assessment Process Policy

## Redbridge Community School

We believe that our new system of assessment has been constructed to give every student, regardless of context or background, the best opportunity to excel at learning at Redbridge Community School. Our model has been designed around the 'knowledge curriculum' and 'cultural deficit' by ED Hirsch.

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| **Person responsible -** | Stuart Ramsey (Assistant Headteacher) |
| **Last review date -** | October 2017 |
| **Next review date -** | October 2019 |

## Contents

1.  **Our rationale**

From September 2015 the Department for Education removed national curriculum levels for the assessment of students.

In recent years the knowledge based curriculum has been eradicated and replaced by a narrow national skills based curriculum, and has this prevailed. We believe our curriculum and assessment regime addresses this 'knowledge deficit', in that it combines key knowledge within each subject alongside the relevant skills to apply this knowledge.

Our assessment allows progression through years 7-11 and incorporates the key knowledge and skills required for exceptional GCSE performance. We believe that the use of national curriculum levels has held back many of our students by labelling them in a way that does not support their dream and aspirations. It has in the past promoted low expectations, which is incongruent to our values and beliefs.

Given our context, and starting point, we believe that our curriculum and assessment regime will tackle this cultural deficit that inhibits our students. Many of whom receive the pupil premium. This is supported by a sophisticated tracking process and our easy to understand reporting system accessed and understood by our parents through consultation. We believe this makes it easier for our parental community to hold us to account and ensure that our students are equipped for the tougher rigours of the school GCSE standard.
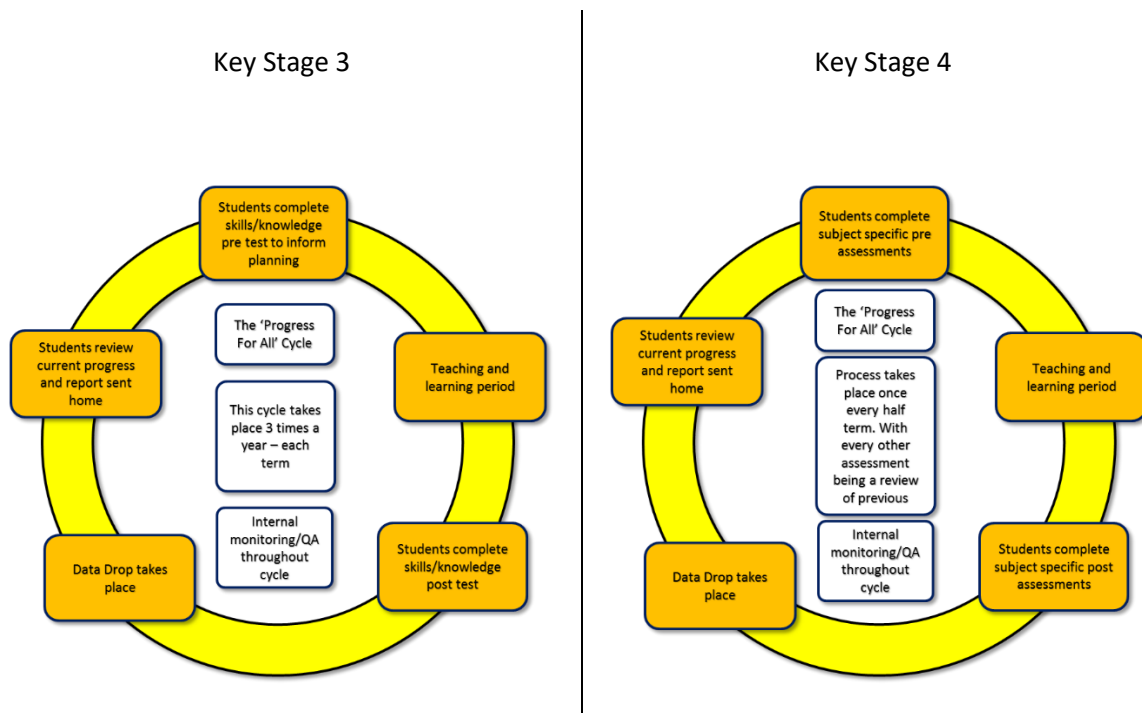
2. **Our Core Principles for our Assessment System**

We believe that our assessment procedures:

a) Create further, an achievement culture for the benefit and promotion of academic excellence regardless of context and starting points.

b) Allow meaningful tracking of pupils towards end of year expectations including regular and accountable feedback to parents.

c) Feedback from school assessments contribute to improved teaching and learning, which links to tangible lesson key questions for investigation.

d) Will be reliable, fair and free from bias by removing labels that inhibit learning.

e) Promote school measures, generate individual student information against expected standards and progress over time.

f) Provides information about student capabilities and identifies who is exceeding, meeting or falling below expected standards.

g) Develop a system that transfers relevant knowledge and skills across subjects that form a curriculum continuum between KS3 and KS4.

3. **Our Assessment Model**

The assessment model is similar in both Key Stages. The main difference is in the frequency at which we collect and analyse data. At Key Stage 3 we monitor progress at three points in the year – at the end of each term. At Key Stage 4 we monitor progress each half term. Below is an example of the assessment cycles that take place.

Key Stage 3

Key Stage 4

Students complete skills/knowledge pre test to inform planning

The 'Progress For All' Cycle

This cycle takes place 3 times a year – each term

Internal monitoring/QA throughout cycle

Teaching and learning period

Students complete skills/knowledge post test

Data Drop takes place

Students review current progress and report sent home

Students complete subject specific pre assessments

The 'Progress For All' Cycle

Process takes place once every half term. With every other assessment being a review of previous

Internal monitoring/QA throughout cycle

Teaching and learning period

Students complete subject specific post assessments

Data Drop takes place

Students review current progress and report sent home

4. **Reporting Process**

For both KS3 and KS4 we provide an overview of progress to both students and parents via a report. This is sent home at the end of each term.

# Year 7/8 Progress Update – Date

| Name XXXX XXXXXX | Tutor: XXXXXX |
|---|---|

## Current Attendance

| | Attendance(%) | Punctuality – number of lates |
|---|---|---|

From Year 7 to Year 11, learning is designed to build on a student's knowledge. High attendance is crucial in helping any student make great progress. Any student below 90% is classed as 'Persistently Absent'.

| 100.0% | 0 |
|---|---|

## Current Progress – Please note homework is only set for EBACC subjects at present

| Target Threshold | Developing | Minimum test score to achieve target | 25.00 |
|---|---|---|---|

| Subject | Teacher | Ave Skills Test Score | Current Skills Threshold | Progress Towards Target | Ave Knowledge Test Score | Current Knowledge Threshold | Progress Towards Target | KS4 Forecast | ATL | Home Work |
|---|---|---|---|---|---|---|---|---|---|---|
| English | Miss S. Medway | 37.33% | Developing | Expected Progress | 47.00% | Developing | Expected Progress | 6-7 | 1 | 4 |
| Maths | Miss A. Buffery | 11.67% | Foundation | Working Towards Target | 33.33% | Developing | Expected Progress | 3-4 | 1 | 1 |
| Science | Mr M. Stuart | 20.67% | Foundation | Working Towards Target | 35.67% | Developing | Expected Progress | 3-4 | 2 | 3 |
| Geography | Ms C. May | 22.67% | Foundation | Working Towards Target | 13.33% | Foundation | Working Towards Target | 1-3 | 2 | 3 |
| History | Miss A. Carpenter | 30.00% | Developing | Expected Progress | 21.67% | Foundation | Working Towards Target | 3-4 | 2 | 2 |
| French | | 32.33% | Developing | Expected Progress | 28.00% | Developing | Expected Progress | 3-4 | 2 | 2 |
| Computing | Mr C. Selfe | 63.33% | Higher | Above Expected Progress | 46.00% | Developing | Expected Progress | 4-6 | | |
| Art | Ms C. Penny | 39.33% | Developing | Expected Progress | 30.67% | Developing | Expected Progress | 3-4 | 2 | |
| Creative | Ms S. Chainey | 50.00% | Secure | Above Expected Progress | 45.33% | Developing | Expected Progress | 3-4 | 2 | |
| Dance | Mrs S. Winner | 35.00% | Developing | Expected Progress | 15.00% | Foundation | Working Towards Target | 3-4 | 1 | |
| Drama | Mrs E. Purdue | 66.67% | Higher | Above Expected Progress | 33.33% | Developing | Expected Progress | 4-6 | 2 | |
| Music | Mrs M. Pedley | 18.33% | Foundation | Working Towards Target | 28.33% | Developing | Expected Progress | 1-3 | 2 | |
| PE | Miss M. Williams | 23.34% | Foundation | Working Towards Target | 65.00% | Higher | Above Expected Progress | 6-7 | | |

### Curriculum Support - Next Steps

| Spelling target(s) | AUT: Learn to spell words with the 'igh' pattern. Learn to spell words with the end in 'ape'. SPR: Learn the rule for words which end in 'k' or 'ck'. Learn to spell words that end with 'dge'. |
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| Writing target(s) | AUT: Use 'and' or 'then' only once in a sentence. SPR: Start some sentences with the part that tells when, a subordinate clause. SUM: Start some sentences with the part that tells when, a subordinate clause. |

# Redbridge Community School

ASPIRATION · RESPECT · OPPORTUNITY · EXCELLENCE

## PROGRESS CHECK: Date

| NAME:XXXXXX XXXXXX | TUTOR:XXXX | % ATTENDANCE:100.0 |
| --- | --- | --- |

| Subject | Teacher | Target | Current | Predicted | ATL | Homework |
| --- | --- | --- | --- | --- | --- | --- |
| English/Language | | 7.00 | 4 | 6 | 1 | 1 |
| English Literature | | 7.00 | 3 | 5 | 1 | 1 |
| Maths | | 7.00 | 7 | 9 | 1 | 1 |
| Science (Combined) | | 7.00 | 6 | 7 | 1 | 1 |
| Geography | | 7.00 | 4 | 5 | 1 | 1 |
| Spanish | | 7.00 | 2 | 6 | 2 | 2 |
| Computing | | 7.00 | 0 | 7 | 2 | 2 |
| Art | | 7.00 | 4 | 5 | 2 | 3 |

## REPORT CARD EXPLAINED

| Target | Current | Predicted | Attitude to Learning (ATL) | Homework (HW) |
| --- | --- | --- | --- | --- |
| Targets are generated from the study of national performance data | This is the grade that the student would achieve if they were to finish this qualification today. | This is the grade that the student could achieve if they were to complete all aspects of the course, but also considers their current attitude to learning | 1 Outstanding<br>2 Good<br>3 Requires Improvement<br>4 Inadequate | 1 Outstanding effort<br>2 Good effort<br>3 Attempted, but effort requires improvement<br>4 Not attempted |